

Third Grade  
Medina County Schools'  
Course of Study  
For  
Foreign Language  
2010

**STANDARD 1: COMMUNICATION: COMMUNICATE  
IN LANGUAGES OTHER THAN ENGLISH**

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children’s literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Ohio Benchmarks Grade K-4	Instructional Organization	Grade Level Indicators	Notes
A. Ask and answer questions and share preferences on familiar topics.	FL.1.A.3.1 <i>Interpersonal</i>	1. Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays).	Vocabulary
	FL.1.A.3.2	2. Share likes/dislikes and simple preferences in everyday situations (e.g., favorites, hobbies, school).	
B. Exchange personal information.	FL.1.B.3.3 <i>Interpersonal</i>	3. Exchange brief, guided messages with friends (e.g., introductions, postcards, e-mail).	Assessments
C. Request clarification.	FL.1.C.3.4 <i>Interpersonal</i>	4. Ask questions to clarify instructions (e.g., What do I do first? May I use a pen?).	
D. Give and follow a short sequence of instructions.	FL.1.D.3.5 <i>Interpersonal</i>	5. Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities (e.g., simple cooking, crafts, folk dancing).	Resources/Remediation/ Enrichment

**STANDARD 1: COMMUNICATION: COMMUNICATE  
IN LANGUAGES OTHER THAN ENGLISH (Cont.)**

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children’s literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Ohio Benchmarks Grade K-4	Instructional Organization	Grade Level Indicators	Notes
E. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.	FL.1.E.3.6 <i>Interpretive</i>	6. Follow a short series of request or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling).	Vocabulary
F. Identify people and objects based on descriptions.	FL.1.F.3.7 <i>Interpretive</i>	7. Create and use graphic organizers based on oral and written texts with teacher assistance (e.g., KWL charts, Venn diagrams).	
G. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.	FL.1.G.3.8 <i>Interpretive</i>	8. Identify the meaning of unfamiliar words using decoding skills (e.g., prefixes and suffixes, compounds, knowledge of word families).	Assessments
H. Identify the main idea and describe characters and setting in oral, signed or written narratives.	FL.1.H.3.9	9. Identify main ideas, characters or setting of age-appropriate authentic materials (e.g., fairy tales, poems, nonfiction, advertisements).	Resources/Remediation/ Enrichment

**STANDARD 1: COMMUNICATION: COMMUNICATE  
IN LANGUAGES OTHER THAN ENGLISH (Cont.)**

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children’s literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Ohio Benchmarks Grade K-4	Instructional Organization	Grade Level Indicators	Notes
I. Dramatize songs, short stories, poetry or activities.  J. Tell or retell stories.  K. Present information orally, signed or in writing.  L. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.	FL.1.I.3.10 <i>Presentational</i>	10. Dramatize songs, poetry, short personal stories or dialogues.	Vocabulary
	FL.1.J.3.11 <i>Presentational</i>	11. Share familiar stories with others orally, visually or in writing.	Assessments
	FL.1.K.3.12 <i>Presentational</i>	12. Show and tell likes and dislikes (e.g., I like my teddy bear./Me gusta mi ositio. I don’t like spinach./Horenso wa kiari desu.).	Resources/Remediation/ Enrichment
	FL.1.L.3.13 <i>Presentational</i>	13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to a series of simple sentences.	

**STANDARD 2: CULTURES: GAIN KNOWLEDGE AND  
UNDERSTANDING OF OTHER CULTURES**

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Ohio Benchmarks Grade K-4	Instructional Organization	Grade Level Indicators	Notes
A. Observe, identify and describe simple patterns of behavior of the target culture.	FL.2.A.3.1 <i>Practices</i>	1. Tell about typical daily activities of target language peers (e.g., school, home).	Vocabulary
B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.	FL.2.B.3.2 <i>Practices</i>	2. Describe and use appropriate patterns of behaviors (e.g., greetings or gestures used with friends and family) of the target culture.	
	FL.2.B.3.3	3. Sing/sign, play games and celebrate events from the target culture.	Assessments
	FL.2.B.3.4	4. Demonstrate formal and informal manners of communication.	
C. Observe, identify, describe and reproduce objects, images and symbols of the target culture.	FL.2.C.3.5 <i>Products</i>	5. Identify and describe characteristics of products and symbols of the target culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, colors of flags).	Resources/Remediation/ Enrichment

**STANDARD 2: CULTURES: GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES (Cont.)**

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Ohio Benchmarks Grade K-4	Instructional Organization	Grade Level Indicators	Notes
<p>C. Observe, identify, describe and reproduce objects, images and symbols of the target culture.</p> <p>D. Identify distinctive contributions made by people in the target culture.</p>	FL.2.C.3.6	6. Discuss and reproduce a product from the target culture (e.g., flags, foods, monument).	Vocabulary
	FL.2.D.3.7 <i>Products</i>	7. Identify some major contributions from the target culture (e.g., in science, medicine, fashion).	Assessments
			Resources/Remediation/ Enrichment

**STANDARD 3: CONNECTIONS: CONNECT WITH  
OTHER DISCIPLINES AND ACQUIRE INFORMATION**

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

Ohio Benchmarks Grade K-4	Instructional Organization	Grade Level Indicators	Notes
A. Describe concepts and use skills from across disciplines.	FL.3.A.3.1 <i>Integrated Studies</i>	1. Investigate concepts from other disciplines (e.g., Fahrenheit versus Celsius thermometers, making change, telling time, names of planets).	Vocabulary
	FL.3.A.3.2	2. Name and locate on a map the country/ countries where the target language is used.	
B. Identify viewpoints of the target culture through authentic sources and expressive products.	FL.3.A.3.3	3. Play an instrument or produce an art/ craft of the target culture.	Assessments
	FL.3.B.3.4 <i>New Viewpoints</i>	4. Explore and discuss topics contained in popular media to gain perspectives about the target culture (e.g., songs, fashion, food, history).	
	FL.3.B.3.5	5. Use illustrations, graphics and other visuals to explain how people and places differ (e.g., habitats, transportation, shops).	Resources/Remediation/ Enrichment
	FL.3.B.3.6	6. Create replicas of cultural objects (e.g., origami, piñata, Mardi Gras masks, Christmas shoe, bulla).	

## STANDARD 4: COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Ohio Benchmarks Grade K-4	Instructional Organization	Grade Level Indicators	Notes
A. Identify and describe linguistic structures and writing systems of the target language and English.	FL.4.A.3.1 <i>Linguistic Insights</i>	1. Compare sound-symbol combinations of English and the target language (e.g., French “eau;” Latin “qu;” Japanese “i” sounds like English “ee”).	Vocabulary
B. Recognize that linguistic structures carry meaning and vary across languages.	FL.4.B.3.2 <i>Linguistic Insights</i>	2. Identify cognates, word elements (e.g., prefixes, suffixes, word roots, radicals) and/or borrowed words (e.g., Me gusta el chocolate; J’aime danser; hanbaagaa; tofu; fingerspelled borrowed signs; aus-, be-, vers-, wider- + sprechen; -ion suffix for feminine words).	
	FL.4.B.3.3	3. Identify placement of elements in the target language and English (e.g., adjective follows noun in Latin: villa Romana; verbs precedes subject Spanish questions: ¿ Adonde van los ninos?; object comes before verb in Japanese sentences; ma to form questions in Chinese; declensions).	Resources/Remediation/ Enrichment
	FL.4.B.3.4	4. Identify levels of formal and informal language (e.g., pronouns, verb endings, courtesy expressions).	

**STANDARD 4: COMPARISONS: DEVELOP INSIGHT  
INTO THE NATURE OF LANGUAGE AND CULTURE  
(Cont.)**

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Ohio Benchmarks Grade K-4	Instructional Organization	Grade Level Indicators	Notes
C. Identify and describe patterns of behavior in various cultural settings.  D. Identify and describe products of the target culture and students' own culture.	FL.4.C.3.5 <i>Cultural Insights</i>	5. Identify and compare behavior patterns of the target culture and students' own culture (e.g., clothing, school routines, family rituals).	Vocabulary
	FL.4.D.3.6 <i>Cultural Insights</i>	6. Identify similarities and differences between basic products of students' own culture and the target culture (e.g., food, shelter, transportation).	Assessments
	FL.4.D.3.7	7. Identify the similarities and differences between intangible products (e.g., rhymes, songs, folktales) of the target culture and students' own culture.	Resources/Remediation/ Enrichment

**STANDARD 5: COMMUNITIES: PARTICIPATE IN  
MULTILINGUAL COMMUNITIES AND CULTURES AT  
HOME AND AROUND THE WORLD**

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Ohio Benchmarks Grade K-4	Instructional Organization	Grade Level Indicators	Notes
A. Present information about the target language and culture to others.	FL.5.A.3.1 <i>Outreach</i>	1. Participate in activities for the school or community (e.g., make school announcements, visit community/retirement centers, tutor peers).	Vocabulary
B. Perform for a school or community event.	FL.5.B.3.2 <i>Outreach</i>	2. Perform songs, poetry, stories, skits or plays for classroom, school or community events.	
C. Exchange information with people locally or around the world.	FL.5.C.3.3 <i>Outreach</i>	3. Exchange letters or class videos with others.	Assessments
D. Use various products and media from the target culture and language for personal enjoyment.	FL.5.D.3.4 <i>Enjoyment and Enrichment</i>	4. Use various media in the target language for study or pleasure (e.g., stories, children's magazines, music, songs, art).	
E. Attend, participate in or view target culture events and share with others.	FL.5.E.3.5 <i>Enjoyment and Enrichment</i>	5. Explore target cultures through various avenues (e.g., cuisine, sports, theater, dance, art) and describe to others.	Resources/Remediation/ Enrichment

**STANDARD 5: COMMUNITIES: PARTICIPATE IN  
MULTILINGUAL COMMUNITIES AND CULTURES AT  
HOME AND AROUND THE WORLD (Cont.)**

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Ohio Benchmarks Grade K-4	Instructional Organization	Grade Level Indicators	Notes
F. Organize and present basic information about various careers, including those that require understanding of another language and culture.	FL.5.F.3.6 <i>Career Exploration and Skills</i>	6. Identify careers of interest to students using media from the target culture and students' own culture.	Vocabulary
G. Work cooperatively in groups to accomplish a task.	FL.5.G.3.7 <i>Career Exploration and Skills</i>	7. Work in small groups to make a cultural product.	Assessments
	FL.5.G.3.8	8. Design a product that requires consideration of specific needs (e.g., habitat based on animal heights, clothing based on geographical location).	Resources/Remediation/ Enrichment



Foreign Language COS  
Indicator Check List

<u>Grade 3 Standard 1</u>		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Communication</b>					
FL.1.A.3.1	1. Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays).				
FL.1.A.3.2	2. Share likes/dislikes and simple preferences in everyday situations (e.g., favorites, hobbies, school).				
FL.1.B.3.3	3. Exchange brief, guided messages with friends (e.g., introductions, postcards, e-mail).				
FL.1.C.3.4	4. Ask questions to clarify instructions (e.g., What do I do first? May I use a pen?).				
FL.1.D.3.5	5. Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities (e.g., simple cooking, crafts, folk dancing).				
FL.1.E.3.6	6. Follow a short series of request or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling).				
FL.1.F.3.7	7. Create and use graphic organizers based on oral and written texts with teacher assistance (e.g., KWL charts, Venn diagrams).				
FL.1.G.3.8	8. Identify the meaning of unfamiliar words using decoding skills (e.g., prefixes and suffixes, compounds, knowledge of word families).				
FL.1.H.3.9	9. Identify main ideas, characters or setting of age-appropriate authentic materials (e.g., fairy tales, poems, nonfiction, advertisements).				
FL.1.I.3.10	10. Dramatize songs, poetry, short personal stories or dialogues.				

Foreign Language COS  
Indicator Check List

<i>Grade 3 Standard 1 (Cont.)</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b>Communication</b>					
FL.1.J.3.11	11. Share familiar stories with others orally, visually or in writing.				
FL.1.K.3.12	12. Show and tell likes and dislikes (e.g., I like my teddy bear./Me gusta mi ositio. I don't like spinach./Horenso wa kiari desu.).				
FL.1.L.3.13	13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to a series of simple sentences.				

Foreign Language COS  
Indicator Check List

<i>Grade 3 Standard 2</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b>Cultures</b>					
FL.2.A.3.1	1. Tell about typical daily activities of target language peers (e.g., school, home).				
FL.2.B.3.2	2. Describe and use appropriate patterns of behaviors (e.g., greetings or gestures used with friends and family) of the target culture.				
FL.2.B.3.3	3. Sing/sign, play games and celebrate events from the target culture.				
FL.2.B.3.4	4. Demonstrate formal and informal manners of communication.				
FL.2.C.3.5	5. Identify and describe characteristics of products and symbols of the target culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, colors of flags).				
FL.2.C.3.6	6. Discuss and reproduce a product from the target culture (e.g., flags, foods, monument).				
FL.2.D.3.7	7. Identify some major contributions from the target culture (e.g., in science, medicine, fashion).				

Foreign Language COS  
Indicator Check List

<i>Grade 3 <u>Standard 3</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b><i>Connections</i></b>					
FL.3.A.3.1	1. Investigate concepts from other disciplines (e.g., Fahrenheit versus Celsius thermometers, making change, telling time, names of planets).				
FL.3.A.3.2	2. Name and locate on a map the country/countries where the target language is used.				
FL.3.A.3.3	3. Play an instrument or produce an art/craft of the target culture.				
FL.3.B.3.4	4. Explore and discuss topics contained in popular media to gain perspectives about the target culture (e.g., songs, fashion, food, history).				
FL.3.B.3.5	5. Use illustrations, graphics and other visuals to explain how people and places differ (e.g., habitats, transportation, shops).				
FL.3.B.3.6	6. Create replicas of cultural objects (e.g., origami, piñata, Mardi Gras masks, Christmas shoe, bulla).				

Foreign Language COS  
Indicator Check List

<i>Grade 3 <u>Standard 4</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Comparisons</i>					
FL.4.A.3.1	1. Compare sound-symbol combinations of English and the target language (e.g., French “eau;” Latin “qu;” Japanese “i” sounds like English “ee”).				
FL.4.B.3.2	2. Identify cognates, word elements (e.g., prefixes, suffixes, word roots, radicals) and/or borrowed words (e.g., Me gusta el chocolate; J’aime danser; hanbaagaa; tofu; fingerspelled borrowed signs; aus-, be-, vers-, wider- + sprechen; -ion suffix for feminine words).				
FL.4.B.3.3	3. Identify placement of elements in the target language and English (e.g., adjective follows noun in Latin: villa Romana; verbs precedes subject Spanish questions: ¿ Adonde van los ninos?; object comes before verb in Japanese sentences; ma to form questions in Chinese; declensions).				
FL.4.B.3.4	4. Identify levels of formal and informal language (e.g., pronouns, verb endings, courtesy expressions).				
FL.4.C.3.5	5. Identify and compare behavior patterns of the target culture and students’ own culture (e.g., clothing, school routines, family rituals).				
FL.4.D.3.6	6. Identify similarities and differences between basic products of students’ own culture and the target culture (e.g., food, shelter, transportation).				
FL.4.D.3.7	7. Identify the similarities and differences between intangible products (e.g., rhymes, songs, folktales) of the target culture and students’ own culture.				

Foreign Language COS  
Indicator Check List

<b>Grade 3 <u>Standard 5</u></b>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b>Communities</b>					
FL.5.A.3.1	1. Participate in activities for the school or community (e.g., make school announcements, visit community/retirement centers, tutor peers).				
FL.5.B.3.2	2. Perform songs, poetry, stories, skits or plays for classroom, school or community events.				
FL.5.C.3.3	3. Exchange letters or class videos with others.				
FL.5.D.3.4	4. Use various media in the target language for study or pleasure (e.g., stories, children’s magazines, music, songs, art).				
FL.5.E.3.5	5. Explore target cultures through various avenues (e.g., cuisine, sports, theater, dance, art) and describe to others.				
FL.5.F.3.6	6. Identify careers of interest to students using media from the target culture and students’ own culture.				
FL.5.G.3.7	7. Work in small groups to make a cultural product.				
FL.5.G.3.8	8. Design a product that requires consideration of specific needs (e.g., habitat based on animal heights, clothing based on geographical location).				